



The Calumet BOILERMAKER

"THE VOICE OF THE STUDENTS - - BY THE STUDENTS"

Vol. 8 No. 5

PURDUE UNIVERSITY CALUMET CENTER, HAMMOND, INDIANA

Friday, March 24, 1961

Auto Club Dance Huge Success

The "New, Better And More" In Student Affairs

Three words that can be used in conjunction to describe the progress of Student Affairs on the Purdue Calumet Campus are the words, "New, Better and More." In using these three, the following can be listed. More scholarship and award funds have been made available to our students than ever before. To date, this amounts to between \$6,000 and \$7,000 for this year with more coming. We have well over five times as many people who have applied for and have been granted National Defense Loans for furthering their education. This is in addition to the larger number of students who have received educational loans through our own Nurses' Loan Program, Purdue Calumet Center Emergency Loan Fund, and the special arrangement student loan available for Calumet Center students through Mercantile National Bank. The possibility of a new private source student loan plan, the Higher Education Loan Plan of Indiana, is presently under study and holds additional promise for our students.

The vocational and general guidance facilities for our students are much better. A new general guidance library has been established in our school library with more information than ever. This small, compact library contains briefs on 232 different occupational fields, information about the main Purdue campus, other colleges, and many more items of interest to students. Two new counseling, testing, and job interviewing booths have been constructed for student use in Room 30. The number of people who have taken advantage of the free student vocational testing service now offered on the Calumet Campus will probably be approaching or over the fifty mark at the time of the publishing of this article. This new, free service has given quite a few students the opportunity to objectively and realistically evaluate and plan their vocational objectives.

The new placement program is beginning to gain purposeful momentum and is presenting a steadily increasing selection of good jobs for students in a period of time and local described as being "in serious economic depression." As one student commented in the lounge, "I have never seen so many different jobs listed here in my life."

The list of "New, Better, and More" can go on and on; the actual and probable addition of up to five new Calumet campus student organizations represented by the Auto Club, Chemistry Club, fine arts club, (Continued on Page Two)

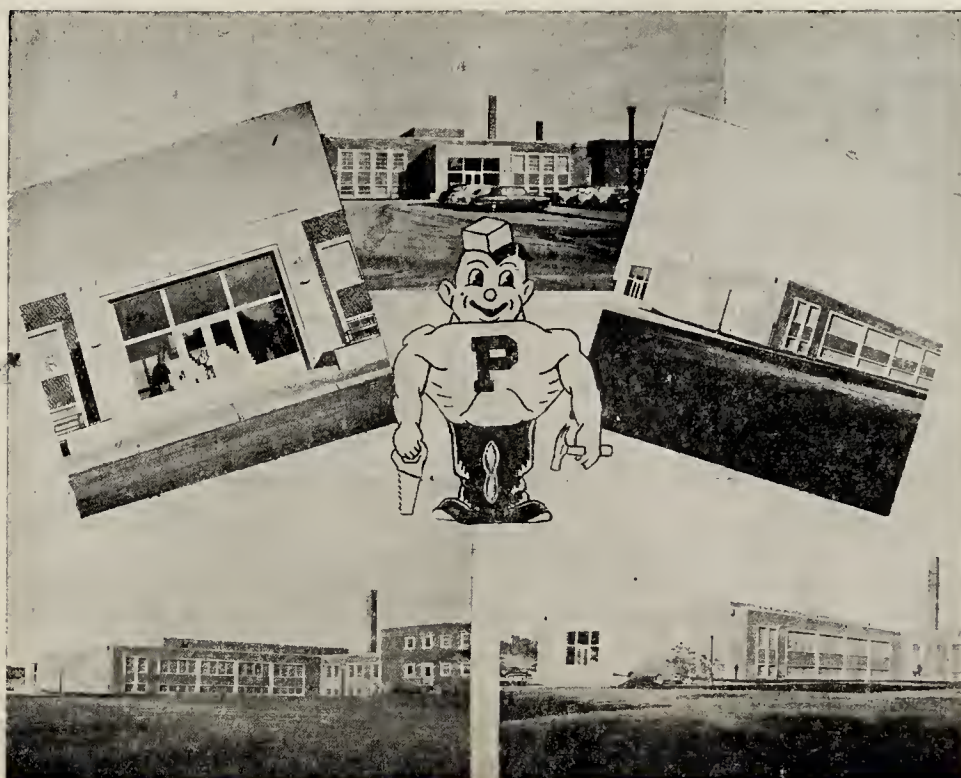
COMING EVENTS

APRIL

- 3—Classes Resume
- 15—Beatnik Party
- 22—Bermuda Dance
- 29—Girls' Club Western Party

JUNE

- 3—Semi-Formal



PURDUE UNIVERSITY CALUMET CENTER is expanding to meet the needs of its students. Opportunities along the lines scholarships, loan, and job placements have already been increased. New buildings will come next.

Be sure to read the April issues of the BOILERMAKER for the latest information concerning the building projects.

Auto Club Presents First Program

by Skip

The success of the Auto Club-sponsored dance held Saturday, March 11, surprised both the club and those who attended. Even the lack of refreshments and decorations was more than compensated for by the talented Eagle Brothers.

This fabulous combo rocked the lounge for three hours with tunes that shook the walls and pleased the dancers. For a change, PUCC students could request their favorites from a live group rather than the usual juke box.

What perhaps stood best in the Auto Club's favor was the fact that people came to the dance and stayed; and the chances are that the same people who enjoyed themselves at this affair will come to the next Auto Club dance with several friends. All I can say is, be around for the next Auto Club dance in the near future. We can guarantee that you'll have a good time.

Non-Credit Courses Begin at P.U.C.C.

In addition to the regularly scheduled credit courses, the Purdue Calumet Center will offer a series of non-credit courses designed for the personal interests of adults. These courses do not have prerequisites and are open to all adults who can profit by enrolling.

Subjects listed in the series include a course designed to aid high school juniors and seniors planning to enter college after graduation from high school. The course, College Counseling Clinic, will consider a different aspect of preparing for a college career during each of the ten sessions. The course is open to all interested students and their parents.

Of special interest to adults is a series in the communication arts, Basic Grammar, Basic Writing, and Effective Oral Communication. Each of the courses in the series meets one evening each week for four weeks. Since the courses are consecutive, persons may enroll in any one or all three of the courses.

In addition, a basic review course in arithmetic and algebra is being offered for adults who wish to review fundamental arithmetic and algebraic computations for personal pleasure or for preparation for more advanced mathematical courses.

A timely course dealing with the United States and the world crisis will be offered beginning on March 14, 1961 and ending April 25, 1961. Various aspects of the international political and economic conditions throughout the world and the role of the United States in meeting the various problems it faces.

There is a standard fee for all of these classes on the night of the first class meeting. However registrations will be accepted at the second class meeting. Each course meets at the Purdue Center only one evening per week.

AN EDITORIAL

One of the saddest facts of human nature—a fact realized by most only after cold, bitter, and lonely experience—is that people do not appreciate the things they get for nothing.

The nations to which our foreign aid program freely doles money and materials are the first to cry, "Yankee, go home!" If we would set up some stiff conditions for foreign aid, insist that the governments and the people meet some rigid specifications of good works with these funds, our generosity would be more liked and respected.

What is worked for and paid for is always held more dear. Women since the time of Eve have somehow felt this, and their elusive ways with a man are neither coyness nor coquetry, but the certainty that a cheap and easy conquest makes the victory seem worthless.

The Caesars, in their efforts to gain popularity and the loyal support of the Roman populace, showered their subjects with every available luxury of the period. The effects of their generosity are disastrously recorded in history by the mass desertions in the Roman armies. People resent one-sided obligations to anyone; favors they can not repay soon become burdens, their givers being scorned. So, Rome fell to human nature.

Is it possible for the people of the United States to cease to appreciate their rights of freedom, liberty, and the pursuit of happiness? Will some yet unborn editor of some yet unfounded news organ be able to say, "So fell the United States—to human nature."

—Larry Mysz

DR. TUCKEY HONORED

The Purdue Research Foundation has recently honored Dr. John S. Tuckey with the Purdue Research Grant "XL." This grant makes it possible for one to be free from his teaching duties for the summer so that he may devote his time and effort to a research project.

Dr. Tuckey has chosen to study the Mark Twain Papers at the University of California at Berkeley. Dr. Tuckey stated that few people have had the chance to study these

papers, and he plans to concentrate on the development of Twain's character and personality through his writing. Twain's trend of writing changed from light, humorous material in his youth, to bleak pessimism as he aged. Dr. Tuckey intends to study this change.

Purdue University grants are available to any member of Purdue's teaching staff, and many faculty members take the opportunity to apply. A small number of those applying are fortunate enough to win a grant. Dr. Tuckey is the first to win such an honor at any of Purdue's extension centers.

COUNSELING CLINIC

In order to help the college bound student, the Purdue Calumet Center has inaugurated a College Counseling Clinic for second semester high school juniors and seniors, and their parents. Each of the weekly sessions of the Clinic will deal with a particular area of university life and will present its importance to the student so that he may make wiser decisions about his future career.

The series is open to all eligible students and their parents and is offered as a service to residents of the Calumet area. Persons may attend any or all sessions of the series according to their interests and needs. Each session will devote some time to individual problems and needs. The lectures will meet on Monday evenings from 6 to 7 p.m. The sessions will be devoted to admission and housing, finances, and careers in Engineering, technology, pharmacy, teaching, veterinary medicine, agriculture, industrial management, and home economics.

The series will be coordinated by W. Marshall Tackett, Admission and Registration Officer for the Purdue Center, which is located at 2233 171st Street, Hammond, Indiana. Mr. Tackett has had wide experience in working with both high school and university students. He has been in charge of the admissions counseling at the Purdue Center since 1956, and has taught at both the high school and college levels in Indiana.

New Index Requirements In All Schools

(See Page 5)

The Calumet

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A Treatise On College Professors

Why do we college students have to submit to the teachings of some college professors who consider their word to be final? In many of our literary, non-technical courses, we are expected to conform to the ideas put forth by our instructors. Even when the "learned statements" put forth are based merely and solely on the instructor's own personal opinion, we, the students, are not allowed to maintain our own convictions. Notice I didn't say that we are not allowed to voice our own opinion. Far be it from me to say that, because in truth we are always "cordially" invited to express our views. But, having expressed our views and opinions, we are just as "cordially" cut to pieces by the instructor.

Now, having said this, let me calm down all the professors who have suddenly become red with rage. Of course we students should not be allowed to believe anything that is false because if this were to happen, the instructors would be violating their duty as teachers. The only thing I'm trying to say is that we students ought to be recognized when we show that the instructor is actually wrong. We, as college students, have a right to our own opinions on different subjects. Take, for example, literature. This is not the only kind of course in which the suppression of ideas sometimes occurs, but it is a good example.

We should be allowed to like or dislike whom or what we please and we should be allowed to base our tastes on our own opinions and not necessarily on those of our instructors. We have had some experience in making up our own minds or we wouldn't be in college. Most of us have learned to distinguish things which we like from things which we dislike. It is very wrong to be "forced" to think the way our instructor does when we, in our own minds, feel a real personal objection to what the instructor has offered as his opinion.

For instance, suppose this were the situation. Suppose that a passage from some author came up for discussion in a literature class. Suppose, too, that all grammar in the paragraph was totally correct. Now the question of the meanings of some of the words comes up. Is it right for an instructor to say that a given word is used wrong and have the class accept it? It should be the right of each and every student in that class to support the use of the word. No instructor should be allowed to say that his view is law, since it is based solely on personal opinion. This is not a hypothetical case—it has happened to me!

The word "forced" has just been used and most of you who are not college instructors are probably wondering how the instructors can "force" us students to conform to anything that we do not want to believe. There is one good way in which they can do this—grades. We students have pressure on us from all sides to make good grades. We have to learn the instructor's views in order to pass his tests so that we can make these good grades. The only hope that we students have is that we can cultivate our own views outside of school and that when we become leaders of the world, we will remember what we had to go through in preserving our opinions and ideas. Let's hope that we, as potential instructors, will be more broad-minded with the people who look to us for instruction.

By Warren T. Rayder

LETTER TO THE EDITOR

In response to last issue's headline, I must admit that you were correct; student affairs has put card playing in its place. But what a place! Granted that the lounge is now livable, but what about room 25? There is only half the space necessary to accommodate PUCC's card players.

I fully realize that rooms are at a premium. Is it not possible, however, for the same office that exiled card playing to the "back room" to remove some of the extraneous tables and deadwood?

Such a move would improve the appearance, make better use of wasted area, and be genuinely appreciated by the people using room 25 as a recreational center.

—Name on File

Gables Offer New Program

After a period of organization which usually has a characteristic monotony to it, The Gables is finally in a position to devote more attention to its programs.

Thus far, members have taken advantage of a trip to the Chicago Art Institute after an orientation to French Impressionists, contemporary painters and others whose paintings may be seen at The Institute.

Also, after a review of Goldsmith's *The Stoops to Conquer*, several Gables members went to the Chicago University campus to enjoy this completely amusing drama. Further focus on literature was enjoyed by the members and prospective members when Mr. Charles Tinkham of PUCC faculty gave his enlightening and delightful talk on *The Abuses of Poetry*. Mr. Tinkham, as most of us know, enjoys writing poetry and has had many of his poems published in numerous magazines.

On March 7, Miss Stark, sponsor of The Gables, showed her pictures of Moscow and Leningrad which were based on her 1959 trip to these cities. Her English 230 class and other interested students were invited to the program and coffee hour.

On March 22 and April 5, Terry Gadsness, a PUCC student, will give beginning lessons in painting.

The Gables is happy to be having programs which hopefully are of interest to PUCC students.

Officers of The Gables are as follows: Acting President, Renato Susenna (Mike Mosure, elected President, was promoted to full time job, so he is unavailable); Terri Miller, secretary; Christine Hether, treasurer.

These officers and other members will be glad to discuss The Gables and its program to any interested person.

The Self-Made Man

(Instructor's Note: In English 202, Expository Writing, students learn to give detailed support to their generalizations. Unsupported opinions, however stimulating and welcome they may be in many situations, are out of place in much of the writing done in this course. The following "one paragraph theme" was written by an English 202 student in response to an assignment calling for logical support of some conclusion.)

by Robert Vander Tuuk

There never yet was a self-made man. In a society such as ours no one can truthfully say that he is self-made. Everything we have or ever will have, everything we are or ever will be, is largely determined by the efforts of other individuals. The so-called self-educated man is not self-educated—if he learned from books, someone else wrote the books. If he learned from practice, someone else had to tell him what, how, or why to practice. Even the backwoodsman of early times had to depend on others to some degree. The gun he used was made by someone else. The seeds he used to grow crops were provided to some degree through the efforts of others. The wagons he used for travel were built by someone other than himself. In this modern age we are especially dependent on others. We depend on teachers to teach us, farmers to feed us, soldiers to protect us, physicians to heal us, on laborers in every field to provide for our every need. Yes, even the most independent of men must depend greatly on other members of his species.

go back to what we had before. But why should we? Was it that good? Can we survive in this world by going backward? 'Rugged' individualism is dying, and personally I'm glad that it is. If man is to grow as a man and not as an animal, he must substitute co-operation in place of competition. I admit that competition may have made us what we are, but I suggest that it may one day also kill us. People who have little faith in big government probably have little faith in man."

HOW DO YOU GRADE, PROFESSOR?

(A Conversation Between Two Professors of Egocentrism at Plateau University)

Professor Snarf: I say, Dr. Worthall, have you made out your final grades?

Dr. Worthall: But naturally. I, sir, am known as the perfect professor. I would consider it a disgrace not to have my grades determined this late in the semester.

Snarf: But Worthall, the semester is just two weeks old. Aren't you a bit impatient?

Worthall: Sir, do you expect me to make out the grades after I have come to know the students personally? At all times, I maintain a keen objectivity. I suppose you allow half a semester to lapse before you make out grades?

Snarf: Egads, man, I didn't know we were going to get this frank about things. Since we are, let me confess here and now that my method (which some highbrows might consider unscientific) is to grade the student on how he answers roll the first day. If he answers "here," obviously he is crude and deserves the lowest F. If he answers: "Are you blind, prof? Can't you see that it's me sittin' here," that lad has initiative. I'd fear a student like that. Consequently I'd give him an A (and inform him of that fact the first day).

Worthall: I can see you are a devoted man, Snarf. With true insight into the student. But the fact is you have no real ability as a teacher. The very notion of grading on such flimsy evidence is ridiculous. I have a system vastly superior to yours. And since I know you would never reveal this to a living soul, I will, at last, divulge my superscheme for determining student intelligence once and for all. If the student is sitting in the first row, she obviously admires my handsomeness and therefore I give her an 'A' with complete objectivity. As for the men in my course, they are automatically incapable of learning my subject and, therefore, they receive the fair grade of "F." I know I have been criticized by my colleagues, but what can you do with shortsighted, prejudiced, envious, academicians?

Snarf: When you speak of shortsighted, prejudiced, envious academicians, include me out. I, you fake, am fair and square, especially square. You seem to favor the fair sex in your classes, Worthall, without fear or favor. In my classes, it doesn't make any difference if the students are boys or girls, so long

Calling All PUCC Daubers and Artists

WHY SHOULDN'T students be given a chance to express themselves? That's the question members of The Gables asked. (The Gables, you know, is PUCC's fine arts group interested in travel, poetry, drama, painting, and music.)

The question of student expression is being answered for one area of talent, namely, painting.

As a result of the lecture-demonstration on her paintings by Mrs. Lee Rein at a Gables meeting, the idea of inviting Center students to an art competition was initiated. Consequently, The Gables has invited students from Indiana University Centers (East Chicago and Gary), St. Joseph's (East Chicago), Purdue (Michigan City and Hammond) to participate.

Professional artists will be the judges; awards will be given. The dates for the showing are May 13 in the evening and May 14 in the afternoon. Our lounge is being considered for the place of displaying the paintings and drawings.

Since several students at PUCC do paint, Purdue should be inspired to participate; others now have an incentive to try their potential and real talent.

THE "NEW" . . .

(Continued from Page One)

language club, and unlimited discussion groups; the addition of a golf team to our athletics; the most publicity for Calumet Center student activities and students ever to be seen in either regional or Purdue University publication; increased space for student club activities, leisure, and academic studies; etc., etc., etc.

To sit back at this point and say that everything seemingly is tinged with one big, rosy glow, would be "pure fallacy and hypocrisy" according to who quietly but very directly is behind the scene on much of the progress. Our Director of Student Affairs, Mr. Trumpe,

NEW ADULT SHORT COURSES

As a part of its series of short courses for adults, the Purdue Calumet Center is offering a six-week lecture course in The United States in the World Crisis. The course is presented by Dr. L. Winston Cone, associate professor of history at the Purdue Center and began on March 14 at 8:00 p.m. Dr. Cone recently returned to the Center after spending a year in Ghana, where he was associated with the relatively new University of Ghana.

The lecture course considers the fundamental developments which are and will be affecting the present crisis in world affairs; such as, the changing balance of world power, the rising nationalism in the Asian, African, and Latin American states, and the present status of the Communistic and Democratic ideologies in the world. In addition, the lectures deal with the effect of increasing industrialism in world trade, the impact of underdeveloped areas, and the changing role of international organization.

The course meets one evening each week for six weeks and for a two hour period and is open to all interested persons who desire a better understanding of the international situation.

stated, "For any institution and its student body that is part of a great transition, there is bound to be some friction, and the appearance of many serious things that demand attention. This is part of what Sociologists describe as "Cultured Lag." With the increasing leadership that is emerging from our faculty, our students, the increasing cooperation offered by Campus, and professional planning by those who are held responsible, we should be able to meet these challenges, if not lead them.

The important point is that very positive progress through cooperation and planning in the many areas affecting the students, and the whole institution, for that matter, is consistently and purposefully being carried out, and we are beginning to see the results.

STUDENT PERSONALITY



REGINA VILUTIS

The Boilermaker spotlight this week focuses on a very charming student at the Purdue Center. She is Regina Vilutis, this year's P.U.C.C. homecoming queen. Regina received much attention at the homecoming celebration, not only for being such a pretty queen, but also for displaying her talent as a dancer. She and her partner did their own rendition of the tango.

Regina's hobbies are reading and, of course, dancing. However, she does not spend all her time merely doing things that are fun. A graduate of Bishop Noll High School, she is a very conscientious student and proved it by recently being awarded a \$250.00 scholarship. She spent her freshman year in college at St. Xavier's in Chicago. Here at the center she is majoring in Biology and spends some time every day working for Dr. Wilson of the Biology department. She says she enjoys her work very much and appreciates the opportunity.

Many of the students at P.U.C.C. have wondered about Miss Vilutis' distinctive accent. This is explained by the fact that she was born in Lithuania. Her family came here in 1949.

Green-eyed, 5 ft. 2 in. tall, and possessing a very engaging smile, Regina Vilutis is an easily recognized and welcome student at Purdue Calumet Center. We are glad she will be with us next year too.

Students Advised To Submit SSCQT Applications Now

Applications for the April 27, 1961 administration of the College Qualification Test are now available at Selective Service System local boards throughout the country.

Eligible students who intend to take this test should apply at once to the nearest Selective Service local board for an application and a bulletin of information.

Following instructions in the bulletin, the student should fill out his application and mail it immediately in the envelope provided to SELECTIVE SERVICE EXAMINING SECTION, Educational Testing Service, P. O. Box 586, Princeton, New Jersey. Applications for the April 27 test must be postmarked no later than midnight, April 6, 1961.

According to Educational Testing Service, which prepares and administers the College Qualification Test for the Selective Service System, it will be greatly to the student's advantage to file his application at once. Test results will be reported to the student's Selective Service local board of jurisdiction for use in considering his deferment as a student.

Our youth now love luxury. They have bad manners, contempt for authority. They show disrespect for elders and love chatter in place of exercise. They contradict their parents, chatter before company, gobble up their food, and tyrannize their teachers.

—Socrates, 5th Century B.C.

WHAT IS A CO-ED?

by April Jusko

Somewhere between the carefree antics of childhood and the trials of marriage, we find a wonderful creature known as the co-ed.

Co-eds come in assorted colors that vary from day to day: platinum blond, red, ash blond, brunette, auburn, and camel brown. (The color depending, naturally, on her mood.)

All co-eds have one creed in common: to find a husband in school. (She, inevitably, sets her heart on her best friend's beau . . . who she never gets, by the way.)

Co-eds are found everywhere: in the cafeteria, in the halls waiting to be "picked up," in the library, in the lounge (conspicuously), in the Casino, once in a while in class, and if she is the brave sort, in one of the card playing rooms, either watching or playing. (The latter being even braver yet.)

A co-ed is purity with ink smudges on her hands and face, dignity with an overload of books, beauty with bags under her eyes from too much late studying, and . . . wisdom with an unsolved math problem.

"Eds" love her, working girls envy her, and other co-eds tolerate her. No matter how hard an "Ed" is trying to study (or play cards), she will do everything in her power to attract his attention, and when (and if) she does, she then can't think of a thing to say.

A co-ed is a composite of many things: the gaiety and laughter of a three year old, the curiosity of an instructor whose class you cut without good excuse, and the suspicion of an instructor whose class you cut with good excuse.

She likes: clothes, new hair styles, odd colors of nail polish and lipstick, love stories, convertibles, the Casino, gossip, and . . . "Eds." She hates: classes (mostly labs), "Eds" who study or play cards to the extent of ignoring her, studying, tests, and . . . other co-eds.

Nobody can carry so many books so perilously at one time, or be so late for so many classes. No one else can forget her glasses so many times just when she needs them most. And no one else can spend so much time cramming and comparing, and doing last minute research before a test and still come up with practically the same answers as she had before she began.

No one else can cram into one purse: four pencils, two pens, literally pages of notes from all her classes, a sandwich, a package of cigarettes, her glasses, two combs, enough make-up to keep her going for eight years, and any thing else she has she doesn't know what to do with.

And when an "Ed" has finished a grueling day studying (or playing cards) and is ready to leave dear ole P.U.C.C. until tomorrow, no one else can finally draw his attention so easily as a co-ed by saying . . . "May I have a ride home?"

OWED TO ALLEN

Novice, old boy, it's not very sporting

That you get no praise for your rhythmic reporting.

We oafs at Purdue are all lacking in taste.

It's breaking my heart to see your talent go to waste,

But true poets, like artists, I seem to recall,

Aren't swayed or dismayed by the masses at all.

So please keep on writing, Allen, old man,

No matter what they say, I know you can.

Just keep on trying until you find fame,

Maybe then you can use your real name.

ELEANOR'S

—FINE FEMININE APPAREL—
2841 Ilhighway Ave.
TEmple 8-8100
HIGHLAND, INDIANA



CHRIS HETTER

"Pretty as a picture," is Chris Hether as she quietly tip-toes about her duties in the library. The blue-eyed, blonde haired girl came to Hammond this summer. She is originally from Wisconsin.

Chris is a graduate of LaCrosse Central High School. While in high school she participated in many activities. She was editor of her high school newspaper and a member of the yearbook staff. Chris was always interested in drama, and was an active member of the dramatics club where she played in a number of plays. Among other organizations, she belonged to the Quill and Scroll, Junior Red Cross and Booster Club.

Chris is now a freshman at Purdue Calumet Center where she is majoring in speech. Her ambition is to work in a clinic as a speech therapist.

Like many other students at the Center, Chris has a part time job. She is employed at a Hammond theater. Her studies and her job really keep her on her toes.

Along with her interest in drama, Chris enjoys reading.

At P.U.C.C. Chris is treasurer of the Gables, a fine arts club. When asked what she likes best about P.U.C.C., Chris said, "I like the friendly student-teacher relations that prevail."

ALL IS STILL

By RONNY AARON

Cold. Dark. Crisp. White snow is drifting from the sky. No living things are moving in the night air. The moon shows faintly yet brightly through the falling snow. The water which was once lapping at the shore of this small, hidden lake is now smooth, solid ice. This place is deserted; cold, beautiful and alone.

But off in the distance two forms are skimming across the hard ice. They move together, their fingers entwined. It is cold, but not to them. They feel no cold — just warmth and satisfaction from being together. They move swiftly on sharp, shining steel. They possess speed but do not hurry. No certain destination is set upon. They just drift—happy to be together, not noticing the surroundings—just each other. Happiness inhabits these two forms.

The air is still except for the sound of sharp teal slicing across this ice that is like glass. No one else is to hear this sound but these two. No one else is to hear the faint crack of solid ice separating in front of these two. No one else hears the high-pitched screams cutting through the still air. No one is here to see the gaping hole in the ice. No one is here to notice the thorough stillness of the night. Once again no life is present. The air is still.

Contact Lenses

For Information Phone:

WEStmore 1-2738

5270 Hohman Ave., Hammond

DR. H. W. NEUMAIER

OPTOMETRIST

A Veteran Speaks

by Mike Dillon

If you came to Purdue for a good education, you can get it; but if you came looking for a girl, confidentially the odds against your success are staggering.

The first few times you struggled through Purdue's crowded corridors, you undoubtedly wondered where all the members of the tender sex were hiding. You saw a few. Yes, every couple days you would spot a single girl promenading down the hall followed by a covey of protective boys, guarding their precious find. But certainly, you reflect, in a co-ed institution there must be more girls than this.

After searching vainly for a week or two, you become acquainted with a P.U.C.C. veteran who expertly imparted to you the depressing truth. Yes this was all. The enrollment was 1243 men and 120 women I.S.N., a ratio of 10.36 to 1. Of the 1243 men, there are 463 casualties, who have already been bagged and are out of the running. Unfortunately, 23 women are also victorious veterans of the war. 780 single men and 97 single women remain, a ratio of 7.95 men to every 1 lucky little girl. Regurgitating.

Obviously the majority of Purdue's girls don't seem to find their interests in Engineering, and as a result there is a soul-shattering shortage of God's gift to men in this department. To be exact—286 men and 2 women. Hail, Purdue!

There is, however, one potential paradise. This being Home Economics, where five girls anxiously await the day when a male will enroll in their field.

*Including Student Nurses

IMPORTANT NOTICE

Because articles for the BOILERMAKER do not come in on time, the staff has decided that each club should be responsible for turning in its own information. The clubs may secure information forms in Room 21. After these forms are filled out, they should be returned immediately to the BOILERMAKER office. A staff member will write the article for you. With your co-operation we can make your student paper a better one.

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Night Crawler

by Ray Nilles

Hello—How is everyone tonight? Do any of you have Spring Fever yet? It's getting to be that time of the year again, you know, sunny and warmer. The kind of evenings when you would like to be outside enjoying the weather, but you are cooped up in a lab or classroom. The same thing during the day, too. It's kind of a miserable feeling, isn't it?

Who is "Me?" The clod who wrote "drivel?" This guy, or girl, is really out of it. I think the old firewater has affected his moronic brain.

I was at the Mixer dance a week or so ago, and I must say that it was rather lonely. Just about the only other people there, were the guys who kept pushing the reject button on the juke box every time a number that they didn't like was played.

By the way, just who are the "Fabulous Eagle Brothers," anyway? (Note: We know now.)

I stated in my last column that card playing was allowed in the lounge after 6 p.m. Well, it seems that I am in error, at least at this time. We'll see.

Weird Feeling Dept. Walk out of PUCC some night about 11 p.m. and see only two or three cars in the parking lot, and your car, all alone, out beyond the third light pole.

Purdue seems to be returning to normal. The shock of first semester grades is wearing off, and worry about second semester grades is abating to the point where people have started to move around again.

Friday evenings seem to be pretty quiet around here lately. Not many people around or much going on until 7:30—when the Flintstones come on and a crowd gathers in front of the one-eyed monster.

Note: We have distilled water in the chemistry labs again, after a drought of about two months.

Girls Club Thanks Students

Immediately after the Christmas Convocation on December 19, the members of the Girls Club took up a collection for a needy family for Christmas. A check for \$25—the amount collected—was sent to the Lake County Department of Public Welfare to be given to some needy family.

In January a letter was received from Miss Dorothy Nierengarten, Assistant Director of the Department of Public Welfare, thanking the students for the generous check that was sent and for remembering those less fortunate.

The Girls Club would like to thank everyone for being so co-operative and for making some family happy this past Christmas.



Science Fair Air Force Awards

Major Walter G. Jones, Capt. Robert V. Plank, and Capt. Eugene C. Raabe have been named by the U. S. Air Force as judges for special awards to be granted Calumet Regional Science Fair. The judges have been selected from the Chicago Liaison Office of the Air Research and Development Command.

Five certificates of achievement will be awarded to students having exhibits in aerospace sciences, electronics, nuclear sciences, aerospace medicine, and aerospace power. The judges will select the award winners and present the certificates during the Regional Science Fair, which will be held on April 7, 8, and 9, at the Hammond National Guard Armory and the Purdue University Calumet Center.

Participants for the Calumet Regional Science Fair are selected from local Science Fairs held in the various elementary and high schools throughout Lake county. Last year approximately 500 students participated in the Regional Science Fair.

The local school and Regional Science Fairs are a part of the activities of the National Science Service, which holds an annual national Science Fair. Winners from Regional Fairs from each of the states are invited to participate. The Fair will be held this year in Kansas City, Missouri, from May 10 through 13. Four winners are selected, a boy and girl from both the physical science and the biological science categories.

NEW OFFERINGS IN PSYCHOLOGY

In line with the expanding interests in human behavior, the Purdue University Calumet Center has increased its offering of courses in psychology for the spring semester.

The offering includes General Social Psychology, which may be of interest to teachers, students majoring in psychology, and interested adults. Abnormal Psychology is also offered for those persons interested in human behavior.

Psychology of Adolescence can be taken either as a graduate or undergraduate course and may be of interest to teachers and parents alike. Psychology of Business and Industry is a general course in practical or applied psychology of interest to business men and industrial supervisors. The course offering also includes Psychology of Work Efficiency, a course specifically designed for industrial supervisors.

In order to accommodate adults who are employed during the day, these courses are scheduled during the evening hours. Anyone interested in further information is invited to contact the business office.

To The Faculty And Staff of PUCC

Re: Christmas Party

Your steering committee wishes to thank you for the opportunity of presenting the annual Christmas party on December 18, 1960.

The sum of the many complimentary expressions by those present is gratification enough to the committee for its job, but since many others, some not members of the committee, have contributed to make the party a success, a specific acknowledgement is desirable, and so it is made hereby with

THANKS

To Dave Simpson and to the members of the PUCC PMO for the presentation of a cheering and heartening musical entertainment;

To Gus Andrew for donating the services of the cafeteria staff and equipment and for furnishing beverages and ice cream;

To the student council for detailing certain young men and women to serve as ushers, waiters, attendants, and baby sitters, or "Santa's helpers," as they were so fittingly warranted, and to these persons severally;

To the student council again for the artistic and rich decorations of the lounge;

To John Hale for the mechanics of setting up, operating, and rehabilitating the premises and their appurtenances;

To Henry Hosek for his inimitable personification of the guest of honor and principal host combined;

To Natalie Tackett for the elegant centerpieces which she made for the tables;

To Mary Holtman for the luscious embellished cookies which she made for all the children;

To Robert and Caroline Horn whose imagination, organization, and work created and realized the program and arrangements of the party, and

To the other members of the committee who have helped in many ways.

On behalf of the steering committee,

George E. Bock, Chairman

Tinkham Discusses Poetry

by Chris Hether

In attempting to attain its goal of learning more about literature, painting and the other arts, The Gables Fine Arts Club invited Mr. Charles Tinkham, a very respected member of the PUCC faculty to give his views on poetry. Mr. Tinkham is a published poet in his own right.

What is poetry? Mr. Tinkham gave four criteria of what he thought a poem should be.

Firstly, it should be honest.

Secondly, a poem is a protest—against too short a life, against society or a mass or against abuse of an individual. Foremost, it is a protest against sloppy use of language.

Thirdly, a poem should be disciplined. It should have special form. Mr. Tinkham commented that so-called "Beatnik" poetry has long been on its way out. There are certain techniques used in writing certain forms of literature and these should be followed.

Fourthly, a poem must be compact. Editors are quick to spot unnecessary words.

Lastly, a poem is a metaphor. It is something which stands halfway between the writer and reader.

Three types of poets were discussed. The professional poet, says Mr. Tinkham, combines profound thoughts with correct writing techniques. The amateur believes that his feelings and emotions are so important that he can express them any way he likes without using standard rules in writing. A hack poet knows and follows the writing techniques, but does not express any sincere thought.

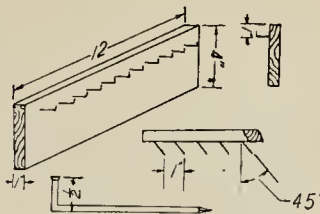
Mr. Tinkham concluded his very informing speech by reading some of his own poetry.

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—Epictetus



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Index Changes Effective Sept. 1

Purdue EXPONENT

University officials announced today new graduation, probation and dropping standards which will become effective for all undergraduate students after September 1, 1961. The announcement was made by Executive Dean Donald R. Mallett.

Included in the new changes will be a new graduation index which will replace the old accumulative index and will appear on grade reports issued at the end of the first semester of the 1961-62 academic year.

The new plan calls for a gradual raising of minimum standards for graduation over a four-year transition period until September 1, 1965, after which a minimum graduation index of 4.0 will be required for graduation. The present requirement is a cumulative index of 3.7 based on the student's work throughout his four years in school.

In May of 1956, the faculty adopted a proposal requiring a cumulative index of 4.0 as a minimum graduation standard for all students graduating in and after June, 1960. However, this transition proved to be too abrupt and too great. Subsequently, the faculty approved a reduction to a 3.7 cumulative index for students graduating between June of 1960 and August 31, 1961.

President Frederick L. Hovde, in July of 1959, adopted an Ad Hoc Faculty Committee to study graduation and probation standards. This committee was composed of 17 members of the faculty who were carefully selected to represent all areas of the University that are concerned with the problem. After more than 40 meetings, extending over a period of 15 months, the committee presented its report and recommendations which were adopted by the faculty at a recent meeting.

According to Prof. Harry L. Solberg, associate dean of engineering and chairman of the committee, the following objectives were deemed desirable and attainable in setting the new standards:

1. Minimum quality standards for graduation should be based on the student's level in those courses that are applicable to his educational objectives and he should not be penalized for grades made in irrelevant courses.
2. Over a period of years, the minimum quality standards for graduation, probation, and dropping should be increased gradually from the standards currently in effect to standards that are higher but reasonable of attainment.
3. A probation system should be devised which would give early warning to each student whose academic performance is poor enough to cast doubt upon his ability to meet graduation standards.
4. Academic probation should be considered as a remedial measure, whereby, through an approved counseling system, the student may be given help in removing the condi-

tions contributing to inadequate academic performance.

5. A student should be dropped from the University when his academic record over a period of at least one year indicates that there is little probability of his meeting the minimum standards for graduation.

6. An incentive should be provided whereby a student who makes a low passing grade in a basic course which is prerequisite to an important area of study may be encouraged to repeat the course and thereby improve his understanding of the basic principles that are required in subsequent courses.

Dean Solberg explained the new standards as follows:

THE SCHOLASTIC INDEXES

The semester index will continue to be used in setting minimum standards for probation and dropping and no change will be made in the present method of computing it.

The minimum quality standard for graduation is based upon a "graduation index" which replaces the present cumulative index. Probation and dropping levels will be dependent upon both the graduation index and the semester index.

The graduation index differs from the present cumulative index in two important ways:

1. If a course is repeated, only the last grade received is used in calculating the graduation index. However, all grades received by the student remain on his permanent academic record and will appear on any transcript of that record.
 2. If a student transfers from one curriculum to another curriculum which grants a different degree, a new graduation index will be computed as of the date of transfer and will be based upon grades received in those courses that are required or elective courses in the new program of study. Grades received in courses not applicable to the new educational objectives of the student will be deleted in computing the revised graduation index but will remain on his permanent record.
- As an example of how the plan may affect students now in school, the graduation index was computed during the summer of 1960 for 9,623 undergraduate students who were enrolled during the second semester

of 1959-60. It was found that a graduation index of 3.8 is equivalent to a cumulative index of 3.7 for the average student. The graduation index was computed for 198 students who had transferred to the School of Science, Education and Humanities from other schools on the campus. For these students, a graduation index of 3.9 was equivalent to the old cumulative index of 3.7.

Students graduating between September 1, 1961, and August 11, 1962, will be required to have a minimum graduation index of 3.8. For the average student who will be a senior next year, this represents no change in graduation standards.

The minimum graduation index will be increased by .05 points per year in accordance with the following schedule:

Grad. during	Minimum grad. index required
9-1-61—8-31-62	3.80
9-1-62—8-31-63	3.85
9-1-63—8-31-64	3.90
9-1-64—8-31-65	3.95
After 9-1-65	4.00

A student who fails to meet these quality standards may be allowed to schedule not more than 20 credit hours of additional courses in an effort to raise his index to the value in effect at the time when all other graduation requirements were met. Not more than nine credit hours (to raise his index) may be earned in an approved program at another college or university.

PROBATION STANDARDS

A student will be placed on probation at the end of any semester in which either his semester index or his graduation index falls below the minimum numbers shown for his classification in Table A. Thus, during the period from September 1, 1963, to August 31, 1964, a student classified as a sophomore 4 will be placed on probation at the end of that semester if his semester index is below 3.6 or his graduation index is below 3.8. It should be noted that any student classified as a junior 6 who at the end of that semester has a graduation index below that required for graduation in that year will be placed on probation.

A student who is placed on probation will remain on probation until either he (1) is dropped from the University or, (2) raises his scholastic indexes to a level which will remove him from probation. As a student advances in classification, the probation standards rise.

Actually, a student now in the University will be subject to standards that are shown by a diagonal path through Table A since standards also increase with time. Thus, a student who is now classified as freshman 2 will be placed on probation at the end of successive semes-

ters for graduation indexes below the following minimums: Sophomore 3, 3.6; Sophomore 4, 3.7; Junior 5, 3.8; Junior 6, 3.85; Senior 7, 3.9; Senior 8, and graduation, 3.9. A student who drops out of the University for one or more semesters or fails to keep up with his class will be subject to higher standards than these because of the effect of time on the standards until September 1, 1965.

A student on probation will be given special counseling in order to help him overcome his deficiencies. He may be required to carry a reduced total load consisting of his academic load, extracurricular activities, and time spent in self-support.

DROPPING STANDARDS

The minimum semester and graduation indexes below which a student on probation will be dropped from the University are shown in Table B. These numbers are below the probation levels. Like the probation standards, they increase with classification and with time. Thus, a student who is classified as a Sophomore 4 during the period between September 1, 1963, and August 31, 1964, and is on probation will be dropped from the University if at the end of that semester his semester index is below 3.4 or his graduation index is below 3.55.

It may be noted that after September 1, 1965, a Sophomore 4 student on probation will be dropped if his graduation index at the end of that semester is below 3.6, while a Junior 6 will be dropped if on probation and his graduation index is below 3.8. In each case, the student, in order to meet the 4.0 graduation requirement would have to improve his scholastic index by an average of at least 0.8 points for every semester he remains in the University if he graduates on schedule, and the committee believes this level of improvement over a four or six semester average is almost impossible of attainment.

"The new probation and dropping standards involve a basic change in the philosophy of probation status," Dean Solberg said. "Probation becomes a period of warning, special counseling, and remedial action. It indicates that the student is not progressing satisfactorily toward degree requirements. To get off probation requires improved academic performance. A special faculty committee is currently studying the counseling system of the University with special attention to ways in which it may be improved.

"While this change in philosophy may result at least initially in a larger number of students being placed on probation, it is hoped that positive steps can be taken to improve their academic performance

so that a smaller number will be dropped for academic failure. The student who fails to improve his performance will remain on probation. If his performance falls below the dropping standards, which likewise increase with classification, then he will be dropped from the University.

"It is believed that the transition period in this program and the method of calculating the new graduation index will permit most students to adjust to these new conditions without difficulty."

Navy Science Cruise Delayed

Cooperating with suggestions from educators and parents, the annual U. S. Navy Science Cruise for science fair winners will be held in late August.

Shifting the Cruise from late September and early October will avoid loss of school time for the students. It also will make it possible now to include high school seniors among the outstanding students selected at the National Science Fair-International and its affiliated regional and area fairs.

This past fall, 179 Navy Science Cruisers were guests of the Navy at land installations and on ships sailing from east and west coast bases. Special cruises were arranged for the Cruisers from science fairs in Alaska, Hawaii, Puerto Rico, Germany and Canada.

When the Cruisers returned home their enthusiastic reports to Science Service, which conducts the National Science Fair-International, were made in terms of: "supplied me with new ideas which I never would have received had I not gone on this trip" . . . "made it possible to discuss ideas and thoughts with people specialized in their fields" . . . "an intellectual challenge for a group of people who are working for just such a challenge" . . . "the most educational and fun-filled seven days of my entire life."

Admiral Arleigh Burke, Chief of Naval Operations, stated that, "Reports received from our Fleet Commanders also comment in glowing terms on the calibre and enthusiasm of these outstanding youth of our nation. It is heartening to know that, among the future generations of our great nation, we have such potential."

By scheduling the Cruise for late summer, it will be possible for the first time for the high school sophomores, juniors and seniors to join midshipmen on their training cruises, adding a special benefit to an already rewarding experience.

Plans for the 1961 Navy Science Cruiser Program also include the selection of ten Cruisers at the 12th National Science Fair-International in Kansas City, Mo., in May, three more than were selected at the international level in 1960. These Cruisers will join some 200 others chosen at the regional and area fairs affiliated with the NSF-I.

MORE ADULT SHORTS

The second in a series of short courses for adults began at the Purdue Calumet Center Thursday, March 9. The course, Basic Writing, is designed to help parents and other adults improve their writing skills and to practice writing letters. It will meet one night a week for four weeks and will be taught by Sigrid Stark of the Purdue faculty.

At the conclusion of the Basic Writing course, a course in Effective Oral Communication will be offered. This course will also meet one evening a week for four weeks, beginning Wednesday, April 5. The course will be taught by Boyd Mangus and Robert Horn, members of the Purdue faculty, and is open to all adults interested in improving their ability to speak before large groups and committees.

TABLES A AND B

TABLE A. INDEX LEVELS FOR PROBATION

S=Semester Index; G=Graduation Index

Year	Sept. 1, 1961 to Aug. 31, 1962		Sept. 1, 1962 to Aug. 31, 1963		Sept. 1, 1963 to Aug. 31, 1964		Sept. 1, 1964 to Aug. 31, 1965		Sept. 1, 1965 to and after	
	S	G	S	G	S	G	S	G	S	G
1	3.3	3.3	3.4	3.4	3.4	3.4	3.5	3.5	3.5	3.5
2	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3	3.5	3.6	3.5	3.65	3.6	3.7	3.6	3.75	3.6	3.75
4	3.5	3.7	3.5	3.75	3.6	3.8	3.6	3.85	3.6	3.90
5	3.7	3.75	3.7	3.8	3.7	3.85	3.7	3.90	3.7	3.95
6	3.7	3.8	3.7	3.85	3.7	3.9	3.7	3.95	3.7	4.0
7	3.7	3.8	3.7	3.85	3.7	3.9	3.7	3.95	3.7	4.0
8 and up	3.7	3.8	3.7	3.85	3.7	3.9	3.7	3.95	3.7	4.0

TABLE B. INDEX LEVELS FOR DROPPING

1*	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
2	3.2	3.3	3.2	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3	3.4	3.3	3.4	3.4	3.4	3.5	3.4	3.5	3.4	3.5
4	3.4	3.4	3.4	3.5	3.4	3.55	3.4	3.6	3.4	3.6
5	3.5	3.5	3.5	3.55	3.5	3.65	3.5	3.7	3.5	3.7
6	3.5	3.6	3.5	3.65	3.5	3.7	3.5	3.75	3.5	3.8
7	3.5	3.65	3.5	3.70	3.5	3.75	3.5	3.80	3.5	3.85
8 and up	3.5	3.7	3.5	3.75	3.5	3.8	3.5	3.85	3.5	3.9

*Affects only students entering on probation.

Trinity College Beats Purdue 88-69

The Purdue Boilermakers were beaten by Trinity by a final score of 88-69. Although the score was seemingly a rout, the game was nip and tuck all the way. Down by 17 points at the half, the Boilermakers fought back to within 6 points, only to lose by 19. The game was played on a court that wasn't as wide as a high school court and it took a while for the Boilermakers to get used to it.

Leading the victors was Fratzke from Trinity, who broke the school record with 35 points. High point man for Purdue was Rich Balko, who chipped in with 27 points.

Summary:

Trinity	FG	FT	P	PURDUE	FG	FT	P
D. Johnson	4	1	3	Cutic	3	2	2
Gustafson	5	2	0	Balko	10	7	5
Larsen	5	5	8	Radzwell	6	2	5
Fratzke	15	5	2	Abbott	1	1	0
Thengvall	2	6	3	Koscho	3	3	4
Olson	1	0	3	Quigg	3	0	3
Lind	0	0	0	Skertich	0	0	1
Shaffer	1	0	0	Marbach, P.	1	0	1
Smith	0	0	2	Posey	0	0	0
				Woods	0	0	1
TOTALS	33	22	19	TOTALS	27	15	22

Half-time score: Trinity 46, Purdue 29.

BASEBALL SEASON GETS UNDERWAY

by John Skertich

The warm weather is starting to come and with it comes the baseball season. There was a meeting held by Coach Shinovich at the armory which was attended by 22 prospects who are out for the team. Coach Shinovich in his first year at Purdue hopes for a successful season and stressed at the meeting that all nine positions are wide open. There is still time for anyone wishing to sign up and anyone wishing to do so should contact Coach Shinovich or Coach Hayes immediately. Below is listed the baseball schedule.

Summer Job Opportunities

"Work during the summer months in your chosen field, get on the job training, with pay. This is possible under the Student Trainee Program. Junior and Senior students inquire about the Federal Service Entrance Examination for an appointment to a position in the Federal career service effective upon graduation. Sixty career fields are offered through this one examination. For further information and forms to file, call at the Civil Service Window, located at 507 State St., in the lobby of the Post Office, Hammond, Ind."

PURDUE CALUMET BASEBALL SCHEDULE — 1961

April 12—	Thornton Junior College.....	There	3:30
14—	Joliet Junior College.....	There	3:30
15—	Wright Junior College.....	Here	1:00*
22—	Trinity College.....	There	1:00
26—	University of Illinois—Navy Pier.....	There	3:30
27—	Joliet Junior College.....	Here	4:00
29—	LaGrange Junior College.....	There	1:00*
May 5—	LaGrange Junior College.....	Here	4:00
6—	St. Joseph College "B".....	There	1:00*
8—	University of Illinois—Navy Pier.....	Here	4:00
12—	Wilson Junior College.....	Here	4:00
13—	Milton College—Milton, Wisconsin.....	There	1:00*
16—	Thornton Junior College.....	Here	4:00
20—	Trinity College.....	Here	1:00*

NOTE: *Indicates Double Header.
Home Games played at 173rd Street and Woodmar Avenue, Hammond, Ind.

PURDUE CALUMET CENTER GOLF SCHEDULE — 1961

April 8—	St. Joseph College.....	There	1:00
13—	Roosevelt University.....	Here	1:00
26—	Roosevelt University.....	There	1:00
27—	St. Joseph College.....	Here	1:00
May 9—	Taylor University—Upland, Indiana.....	There	1:00
11—	University of Illinois—Navy Pier.....	Here	1:00
15—	Concordia Teachers College.....	Here	1:00
16—	Indiana Central College.....	There	1:00

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